**Final Assessment: “Mock”-ingbird Interviews**

**Introduction:**

Eighth graders, we’re coming to the end of another unit! You’ve been gaining so much knowledge on diversity and equity and it’s time for you to be tested, but in a different format from our traditional methods. Rather than circling the correct answer provided after a standard test question, you will be working with another student in your class to create a mock interview complete with conversational questions and insightful responses.

**Rationale:**

Students, this assignment will require you to step outside of our usual writing exercises by constructing a purposeful presentation based on your comprehension of character traits, personal perspectives, and the overall theme of our unit novel. By successfully completing this assignment, you will be able to show me that you can integrate our readings into a purposeful, creative, and well-developed presentation while demonstrating a deeper understanding of how discrimination and inequality negatively impact the world we live in.

**Assignment:**

You will be paired with a selected student in your class to construct a mock interview in front of both myself and your peers. As partners, select one of the listed characters below you would like to construct the interview around. Divide responsibilities and appoint the provided roles each person is to be in charge of. You will be graded as a team, so fulfill your responsibilities in order to receive a fair grade.

* **Student A (The Interviewer)**: This person will ask the questions during the interview, while also following up with comments to carry on the conversation.
* **Student B (*To Kill A Mockingbird* Character):** This person will act as one of the characters from *To Kill A Mockingbird*, answering questions and expanding on the themes of the book.

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| ***Student B Character Options*** |
| 1. Scout Finch |
| 1. Jem Finch |
| 1. Atticus Finch |
| 1. Dill Harris |
| 1. Boo Radley |

Students, make sure your questions are personal toward the character and that the responses are thoughtful. **Do not create questions that can simply be answered with “yes” or “no.”** You will be graded upon your understanding of our novels, the themes, and your idea of what equity is. An example of a good interview question and response is provided below.

***Interviewer:*** *So Atticus, why were you so angry at Jem for destroying Mrs. Dubose’s flower garden? Wasn’t he doing that to defend you?*

***Atticus:*** *Well, I understood his intent, but my son tends to act recklessly without consideration of the consequences. He is simply a child with much more to learn about respecting others. He doesn’t seem to comprehend that Mrs. Dubose, along with the rest of the town, has the right to their own opinion. I have my views and so does Mrs. Dubose.*

***Interviewer:*** *That is very true and as a lawyer, I’m sure you need to remain professional and respectful at all times.*

One more tip: have some fun! You’re putting on a show for the class, so get into character and exercise your creativity. You’ll receive extra credit if you decide to (1) do a voice for your character and (2) dress up for the role.

**Workshop I: Role Designations and Brainstorming (December 10th)**

* You will work with your partner to choose one of the novel characters to base your interview around. Make sure it is a character you are both comfortable and confident with to complete this assignment.
* Assign roles amongst one another and discuss responsibilities. Remember, you both will share the same grade. So work together and make this a group effort.
* Use the brainstorming worksheet to come up with events from the novel to discuss, important themes discovered along the way, and personal experiences unique to the character.
* *If time remains, begin writing your rough draft for your questions and responses.*

**Workshop II: Interview Development (December 11th)**

* Begin writing questions. Even though these will be spoken by the interviewer, BOTH STUDENTS NEED TO WORK TOGETHER in constructing these questions. Refer back to your brainstorming worksheet to create these questions.
* Also work on writing responses the novel character will use to respond to the questions. Keep in mind that this person is playing a character, so try to demonstrate certain traits or mannerisms from the book that the character may be known for.
* Construct six questions and six responses. Make them meaningful! Demonstrate your knowledge of the unit’s lessons over diversity and equity.

**Workshop III: Editing and Conferences (December 12th)**

* Finish your rough drafts and begin looking over your questions/responses for any grammatical or conventional errors. Refer to the laminated orange editing sheets in the corners of the class for assistance.
* When finished, hold a short conference with me about your interview questions and answers. This is to ensure that you are on the right track and that your content is appropriate as a final assessment.
* *If time remains, practice and rehearse your lines with one another for your upcoming class presentation.*

**Workshop IV: Final Draft (December 15th)**

* We will meet in the computer lab to complete a typed final draft of the six questions and responses for the upcoming presentations.
* Make sure two copies are printed of your questions and your responses: one set to turn in and the other set for you to use for your class presentation.
* *With the remaining time, rehearse the interview with your partner. Professionalism is an important part of this assignment; show me that you have prepared.*
* *We will decide the order in which you will perform,* ***which starts on DECEMBER 16th and ending on DECEMBER 17th*** *(Before Winter Break). If you and your partner have yet to complete your assignment before the time of presentation, it is your responsibility to retrieve a pass during recess to work on the assignment. Late or incomplete work will be subject to a 20% reduction toward your assignment grade.*

Final Assessment: Mock Interviews

Student Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Questions  *To earn full points, students must develop questions that beckon answers involving character traits, character development, important events, and/or central themes to demonstrate insight on their chosen novel.* |  |  |  |  |
| Responses  *To earn full points, students must develop answers that incorporate the novel character’s personality traits, character development, and/or perspective based on the corresponding questions.* |  |  |  |  |
| Final Draft  *To earn full points, a typed draft must be presented on the first day of presentation. It is to be typed in 12-point font, Times New Roman, double-spaced, 1” margins, with grammar and conventions in proper order.* |  |  |  | - |
| Performance/Participation  *To earn full points, students must participate in the interview with enthusiasm and effort. Rather than simply reading from line to line from their questions and responses, each student shows effort to engage in the conversation/performance.* |  |  |  | - |
| Creativity (Extra Credit)  *Students will earn 5 point of extra credit for each of the following: providing a voice/accent corresponding to the novel character and/or dressing up in a manner suitable to the novel character.* |  |  |  | - |

Final Group Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_